# Group Evaluation Summary Report and Prior Written Notice of Eligibility Determination: Speech Language Impairment

(USBE Rules II.J.12.)

District/School: Date of Meeting:

Student Name: DOB: Grade:

**Definition:** A communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a student’s educational performance.

## All Requirements of USBE Rules II.J.12. Must be Documented Below or Attached

### Assessment Data

Assessment data from a qualified speech language pathologist (SLP) that indicates the student has an impairment in listening, reasoning, or speaking to such a degree that special education is needed. Indicate measurement (formal and informal), date, and results for each area assessed. Mark N/A if the group has no concerns in an area.

| **Area** | **Date** | **Measurement Tool/Method** | **Results** |
| --- | --- | --- | --- |
| Listening |  |  |  |
| Reasoning |  |  |  |
| Speaking |  |  |  |
| Other |  |  |  |

Is the student’s primary home language other than English? Yes No

Did the group (including an SLP) determine the speech or language impairment exists in the student’s primary language and is not the result of the student learning English? Yes No

Basis for decision:

Does the student have an articulation-only speech sound impairment? Yes No

Basis for decision:

If yes, the group (including an SLP) shall consider the relationship of such an impairment to the use of phonological pattern errors and phonemic awareness.

Does the student’s articulation-only speech sound impairment affect phonological pattern errors and phonemic awareness? Yes No

Basis for decision:

Parent input:

***NOTE:*** *Orofacial Myofunctional Disorder (OMD) may be served only if there is an associated speech or language impairment.*

## Prior Written Notice of Speech Language Impairment Eligibility Determination

1. Did the group (including an SLP) determine the student meets the criteria for speech language impairment (USBE Rules II.J.12.b.(1))? Yes No
2. Did the group (including an SLP) determine the speech language impairment adversely affects the student’s educational performance (USBE Rules II.J.12.b.(2))? Yes No
3. Did the group (including an SLP) determine the student requires special education and related services (USBE Rules II.J.12.b.(3))? Yes No
4. Did the group (including an SLP) determine the speech language impairment is the student’s primary disability (USBE Rules II.J.12.b.(4))? Yes No
5. Did the group (including an SLP) determine a lack of appropriate instruction in reading is ***not*** the primary factor in determining eligibility (USBE Rules II.I.3.a.(1))? Yes No
6. Did the group (including an SLP) determine a lack of appropriate instruction in mathematics is ***not*** the primary factor in determining eligibility (USBE Rules II.I.3.a.(2))? Yes No

All the above are “Yes,” the group determines the student ***is eligible*** for special education and related services under the categorical classification of speech language impairment.

At least one of the above is “No.” The group determines the student ***is not eligible*** for special education and related services under the categorical classification of speech language impairment.

The following options were considered and rejected for the following reasons:

Other factors that are relevant to this eligibility proposal:

Parents and students who are adults must be provided prior written notice (PWN) in language understandable to the general public in their native language or other mode of communication before the LEA proposes or refuses to initiate or change the identification, evaluation, or educational placement of your student/you, or the provision of a free appropriate public education (FAPE) to your student/you (USBE Rules IV.C.).

The Procedural Safeguards under Part B of the Individuals with Disabilities Education Act (IDEA) afford you protection. If you do not have a copy, you may request one from the special education teacher. If you have any questions regarding this notice or the Procedural Safeguards, contact the principal/director or special education teacher.

Was a translator/interpreter provided to enable the parent(s)/student who is an adult to participate in the eligibility meeting?

No, translator/interpreter not needed

Yes (translator/interpreter should sign below as a participant)

[ ]  Your native language or other mode of communication is ***not*** a written language.

**Therefore:**

[ ]  The notice was translated orally or by other means in your native language or other mode of communication on[date]: by[person]: **AND**

[ ]  You verified with the translator/interpreter that you understand the content of this notice.

[ ]  The student is not currently enrolled in the district/charter school. Under Child Find requirements this student’s eligibility determination entitles the student to a free appropriate public education (FAPE) if the student is enrolled in an LEA. Under Utah Special Education Rules VI.B., if the student is enrolled in a nonprofit private school, the student is eligible to receive equitable services, as determined through consultation between the district and the private school. The student may also be eligible for the Carson Smith Scholarship or the Special Needs Opportunity Scholarship Program. If the student receives a scholarship, the student continues to be eligible for equitable services.

## Signatures Below Denote Participation in Eligibility Determination and Acknowledge Receipt of Copy

Speech Language Pathologist Date Parent/Student who is an Adult Date

Signature/Title Date Signature/Title Date

Signature/Title Date Signature/Title Date

**Note:** If signature of parent or student who is an adult is missing, then parent or student who is an adult:

Did not attend (document efforts to involve); **OR**

Participated via telephone, video conference, or other means; **AND**

[ ]  Copy of this document was mailed to parent/student who is an adult on[date]: